

**THE EFFECT OF TEACHER CORRECTIVE FEEDBACK TECHNIQUE
TOWARD STUDENTS' WRITING ABILITY AT MTs HIDAYATUL
INSAN PALANGKARAYA**

THESIS



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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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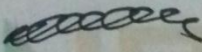
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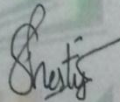
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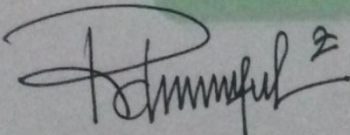

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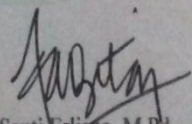

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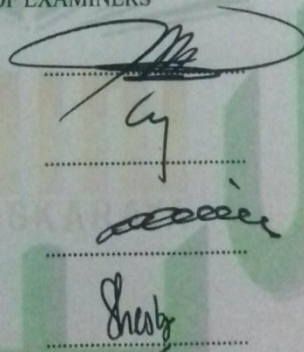
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MOTTO AND DEDICATION

“WhoEver goes out to seek knowledge then he/she is in
way of Allah ”

(HR. Turmudzi)

This Thesis is dedicated to:

My beloved Father Syarkawi and Mother
Jumayati for their valuable endless prayer,
sacrifice, and support. My beloved sister Sri
Purwasih and Brother Ahmad Fauzi. My beloved
friends for their support.

DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 25 October 2017

Yours Faithfully



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ABSTRACT

Lia, Rahma. 2017. *The Effect Of Teacher Corrective Feedback Technique Toward Students' Ability At Mts Hidayatul Insan Palangkaraya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Hesty Widiastuty, M.Pd.

Key words: *Effective, Teacher Feedback, Writing ability, and Descriptive text*

This study is aimed at measuring the effective of teacher feedback technique toward students' ability in writing Descriptive text at Mts Hidayatul Insan Palangka Raya.

This study was aimed at investigating: (1) Teacher feedback technique give new atmosphere in writing descriptive text in teaching process at classroom. (2). The students' writing score of descriptive text was improved when teacher using Teacher feedback technique. The study used quantitavive research with Quasi-experimental design. The writer designed the lesson plan, conducted the treatment, observed the students' scores by pre-test and post-test. The population of the study were the sevent graders of MTs Hidayatul Insan PalangkaRaya which consisted of two classes each class consist of 15 students in A class and 15 students in B class. The writer chose VII–A as sample. The writer applied Independet Sample T-Test calculation to test the hypothesis to analyze the data.

The result of data analysis shows that is of calculation stating that there is significant effect of “Teacher Feedback” technique on Writing Ability in Descriptive Text Development at First Semester Students of Mts Hidayatul Insan Palangka Raya. It shows using t_{test} ., and it finds the value of t_{test} is higher than t_{table} at 5% and 1 % level significance. The result $2005 < 3.886 > 276$. In short, H_a (Alternative Hypothesis) is accepted and there is significant effect of “Teacher Feedback” technique on Writing Ability in Descriptive Text at First Semester Students of Hidayatul Insan. In contrary, the H_o (Null Hypothesis) is rejected.

ABSTRAK

Lia, Rahma. 2017. *Keefektifan teknik koreksi teacher feedback terhadap kemampuan siswa dalam menulis Descriptive text di MTs Hidayatul Insan Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Hesty Widiastuty, M.Pd.,

Kata kunci : *Efektif, Masukan Guru, Kemampuan Menulis, dan Teks Deskriptif*

Penelitian ini bertujuan untuk mengukur efektifitas teknik umpan balik guru terhadap kemampuan siswa dalam menulis teks deskriptif di Mts Hidayatul Insan Palangka Raya.

Penelitian ini bertujuan untuk menginvestigasi : (1) Teknik umpan balik guru memberikan suasana baru dalam penulisan teks deskriptif dalam proses pengajaran di kelas. (2). Skor tulisan deskriptif siswa ditingkatkan saat guru menggunakan teknik umpan balik Guru. Penelitian ini menggunakan penelitian kuantitatif dengan rancangan kuasi eksperimental. Penulis merancang rencana pelajaran, melakukan pengamatan, meneliti nilai siswa dengan pre-test dan post-test. Hasil penelitian ini adalah siswa kelas tujuh MTs Hidayatul Insan Palangka Raya yang terdiri dari dua kelas masing-masing kelas terdiri dari 15 siswa kelas A dan 15 siswa kelas B. Penulis memilih VII-A sebagai sampel. Penulis menerapkan perhitungan Uji Sampel Independet untuk menguji hipotesis untuk menganalisis data.

Hasil analisis data menunjukkan bahwa ada perhitungan yang menyatakan bahwa ada pengaruh yang signifikan dari teknik "Feedback Guru" terhadap Kemampuan Menulis dalam Pengembangan Teks Deskriptif pada Siswa Semester I Mts Hidayatul Insan Palangka Raya. Ini menunjukkan penggunaan ttest., Dan nilai ttest lebih tinggi dari ttabel pada tingkat signifikansi 5% dan 1%. Hasilnya 2005 <3.886> 276. Singkatnya, Ha (Hipotesis Alternatif) diterima dan ada pengaruh signifikan teknik "Feedback Guru" terhadap Kemampuan Menulis Teks Deskriptif pada Siswa Semester I Hidayatul Insan. Sebaliknya, Hipotesis Ho (Null Hipotesis) ditolak.

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4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
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Palangka Raya, October 2017
The writer,

Rahmalia
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LIST OF ABBREVIATIONS

Df	: Degree of freedom
SD	: Standart Deviation
SE	: Standart Error
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
SPSS	: Statistical Package for the Social Sciences
MTs	: Madrasah Tshanawiyah Swasta

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study, objective of the study, significance of the study, variable of the study, Definition of key Terms, hypothesis of the study, scope and limitation, and framework of the discussion.

A. Background of Study

Writing is one of the important ways to expressing people's thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries (Heaton, 2005 , p. 12).

Written expression is a crucial part of communication and critical thinking. For high school students, developing strong writing skills not only helps their junior high school, high school grades but also prepares them for their academic and professional futures (Rugayamanan, 2001, p. 23).

States that as one of four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes.

English department students especially need to learn to write and to prepare themselves for the final academic assignment thesis writing. Thus, in terms of students' needs, writing occupies an equal role with the other language skills. (Fauziati, 2002, p. 147).

Although, writing is very important, it is a difficult subject especially for the student. The reason is because writing is a mixture of idea, vocabulary and grammar; according to Heaton that writing skill is more complex and difficult to teaching, requiring, and mastering, because of difficulties of writing, some efforts have been done to solve the problem. The main objective is to make writing become easier to learn for the students (Fauziati, 2002, p. 147).

Feedback is an essential component of any English language writing course. Ur defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance (Srichanyachon, 2012, p. 2).

Besides, there are some kinds of text in English, such as exposition, argumentative, description and narration. Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the students can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

In MTs Hidayatul Insan Palangka Raya, writing is one of the skill subjects that are learn by student on the first, second and third years grade students.

In this study, the study choose descriptive text as a students' genre problem in writing activity that needs to be improve. According to syllabus of Hidayatul Insan Palangka Raya, this kind of text is taught at the seventh grade of junior high school on the first term.

Anyhow, the problem of students' ability in writing will how to write appropriately. for example, using tenses inappropriate, generic structure, content, diction and ect. The problem will be solve by trying to find another technique for teaching writing in order to make an effective learning writing process. It suppose to help students' writing, so it can increase their writing. Meanwhile, the main objective will to make the writing become easier to learn for the students.

B. Problem Of the Study

The problem of this study : Does using teacher feedback technique give effect toward the students' ability in writing descriptive text at the seventh grade of Hidayatul Insan Palangka Raya in Academic year 2017/2018.

C. Objectives of the Study

To measure the effect of teacher feedback technique toward student's ability in writing descriptive text.

D. Assumption

1. Teacher feedback technique give new atmosphere in writing descriptive text in teaching process at classroom.
2. The students' writing score of descriptive text was improved when teacher using Teacher feedback technique.

E. Significance of the Study

This study have theoretical and practical significances:

Theoretically: This study was as:

1. Enables up to understand more about the used of teacher feedback technique in teaching learning process that can be use to improved the quality of writing Descriptive text.

Practically: The study was as:

1. Alternative technique that can be used by English teacher in teaching writing of Descriptive text.
2. Alternative way to improve the students' ability in writing descriptive text at Hidayatul Insan Palangka Raya.
3. Contribution for these who want to used teacher feedback tecnique in teaching learning process.

F. Variable of the study

The variables this study were :

1. The independent variable of study (X) is teacher feedback technique that is used in writing descriptive text
2. The dependent variable of the study (Y) is the students' score in writing descriptive text.

G. Hypothesis

Ary (2010) "The hypothesis is the researcher's prediction about the outcome of the study". The writer used the H_a and H_o hypothesis based on objective of the study.

1. Alternative hypothesis (H_a):

There is significant effect of teacher feedback technique toward students' ability in writing Descriptive text.

2. Null Hypothesis (H_o):

There is no significant effect of teacher feedback technique toward students' ability in writing Descriptive text.

H. Scope and Limitation of study

The researcher tends focused on the effectiveness of Teacher feedback technique toward students ability in writing Descriptive text at the seventh grade of MTs Hidayatul Insan Palangka Raya in Academic year 2017/2018.

I. Definition of key terms

1. Written corrective feedback is a type of feedback with the purpose to correct any errors committed by students (Ellis *et al.*, 2006). It's means that the teacher provides students with some indication that an error exists in their writing. This could involve the teacher underlining or circling errors or putting an error code over the error. In this study, written corrective feedback means teacher give error correction/mark, comment and suggestion to the students' writings.
2. Teacher feedback is beneficial to provided for students to improve their performance from what they have learnt, and showing their highlight their grammatical errors, some reveal that them also want teachers to give them feedback on the content and ideas in their writing. In this study, teacher feedback means when giving feedback on students' errors writing teachers should also give students comments on their content and provide several tips on how to improve their writing.
3. Writing ability is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, text, editing, and revising. In this study, writing ability means when the student's can write the with better in final draft based on member comments, suggestions, and revisions of the teacher.

4. Descriptive text is a text that describes a person, place or thing, it is often used describe what a person looks and acts like, in this study, the researcher focused on describing places, thing, animal and person.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter review of related literature writer begins with previous studies, what is language in our life, Nature of Writing, the meaning of teacher feedback technique.

A. Previous Studies

The first study was conducted by Hartatie (2016). The purposes of this research was to measure the effectiveness of teacher feedback technique toward students' ability in writing recount text at SMA-N 1 Katingan Tengah. The study used quantitative research with pre-experimental design. The writer designed the lesson plan, conducted the treatment, observed the students' scores by pre-test and post-test. The result of this study finds that value of $t_{\text{observed}} = 6.443$ is higher than the $t_{\text{table}} = 2.03$ with the level significant 5%.

The similarity between the research and my research is using Teacher feedback in improving students writing skills. The differences, her research is using pre-experimental design with the materials is recount text and my research use quasi experimental with the material is descriptive text.

Second, study was conducted by Kafri (2010). He focus on the teaching of writing has shifted from product to process. Casual observation of English teachers' practices in the United Arab Emirates (UAE) suggests that most teachers' written

feedback tends to focus more on form (i.e. correctness of grammatical structures and mechanics) rather than on content (i.e. ideas, coherence, and organization). Consequently, students start to produce writings that are formally correct but have poor content. The purpose of this study was to investigate the nature and the focus of English teachers' written feedback on their students' papers. A second purpose was to examine the nature of students' responses to their teachers' written feedback. A third purpose was to examine the extent to which the participating teachers were satisfied with their students' responses to their comments.

The similarity between the research and my research is using Teacher feedback in improving students writing skills. The differences between her research and my research are he conducted her data by questions, students' writing samples of first and second drafts were collected and analyzed. My research use quasy - experiment research in conducting this research and my research more focus is about students' writing ability in Descriptive text, the writer objective to know the whether Teacher feedback strategy effective toward students writing ability descriptive text at MTs Hidayatul insan Palangka Raya.

Third, study was conducted by Lee (2008). Her study focusing particularly on the factors that might have influenced their reactions. Student data from questionnaires, checklists and protocols were triangulated with teacher data from interviews, classroom observations and feedback analysis to situate student reactions in their specific contexts.

The similarity between the research and my research is using Teacher feedback in improving students writing skills. The differences between her research and my research are he conducted her data by questionnaires, checklists and protocols. My research use quasy - experiment research in conducting this research and my research more focus is about students' writing ability in Descriptive text, the writer objective to know the whether Teacher feedback strategy effective toward students writing at MTs Hidayatul insan Palangka Raya.

Fourt , study was conducted by Elashri (2013).This study aimed at developing some writing skills for second year secondary stage students through the direct teacher feedback strategy. Hence, the problem of the study was stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. The study adopted the experimental design, using an experimental group and a control group.

The similarity between the research and my research is using Teacher feedback in improving students writing skills and using quasi eksperimental. The differences , The material of my reserach is descriptive text and her research is report text.

Fifth, study was conducted by Liu (2008). This study has been controversy as to whether error feedback helps L2 students improve the accuracy and overall quality of their writing. The paper reports a quasi-experimental classroom study investigating 12 university ESL students' abilities to self-edit their writing across two feedback

conditions: (1) direct correction with the correct form provided by the teacher; (2) indirect correction indicating that an error exists but without providing the correction.

The similarity between the research and my research is using Teacher feedback in improving students writing skills. The differences, participant. The result will significant and place.

Sixth, study was conducted by Andianto (2014). The objective of this research are to examine whether: 1) there is a different between teacher feedback technique and conventional technique toward students' writing ability at the first grade students of SMA Muhammadiyah 2 Metro and 2) the effectiveness of Teacher Feedback Technique toward students' writing ability. This method applied in this research was a quasi experimental research.

The similarity between the research and my research is using Teacher feedback in improving students writing skills and use quasi eksperimental. The differences is not use some materials.

Seventh, study was conducted by Nimas (2015). This study is aimed at describing: 1) the teacher feedback technique used in teaching descriptive text, 2) the student's response of the teaching writing descriptive text, and 3) the problems faced by the teacher in teaching writing descriptive text. In achieving the objectives, the researcher used descriptive qualitative as the approach to collect and analyze the data. The research was held in SMP N 1 Sragen. The result of the analysis shows that

teacher corrective feedback techniques appropriate and effective for the second year student of SMP N 1 Sragen in teaching descriptive text.

The similarity between the research and my research is using Teacher feedback in improving students writing skills. The differences between her research and my research are he conducted her data using descriptive qualitative as the approach to collect and analyze. My research use quasy - experiment research in conducting this research and my research more focus is about students' writing ability, the reseacher objective to know Teacher feedback technique effective toward students writing ability descriptive text at MTs Hidayatul insan Palangka Raya.

B. Writing

1. The Nature of Writing

Writing is really a form of thinking using the written word. There are some definitions of writing that are taken from resources, According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles. Brown also states that writing is indeed a thinking process.

Statement that writing is only mode in which both linguistics manipulation task and communication task have been given. In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other. Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act

or process to produce some information in their mind that should be express into writing form. Writing was the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on. From the definition above the researcher can conclude that writing is a way produce language that comes from our thought it is written on paper and etc.

2. The Process of Writing

The process of writing is steps of how to write the our idea or what we want to writing there are some steps as the following below :

Steps in the Writing Process:

- a. *Pre-writing:*** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started. Prewriting is a preparation to write and the getting-ready-to- write stage which is like a warming-up for the athletes.
- b. *Drafting:*** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized. . Drafting is a stage designed to allow the writers to put their ideas on paper without worrying

about mechanics or neatness. Drafting and revising stages are the core of the writing process

- c. **Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft. Revising is to make the writing clearer and more interesting to the readers.
- d. **Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful. Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness. Tompkins & Hoskisson assert that the editing stage primarily focuses on the content of students' writing.
- e. **Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online. Publishing activities focused on providing the students chances to share the final product with the other students. In publishing stage, students bring their compositions life by publishing them or sharing them orally with an appropriate audience. It means that they shared their writings with real audiences of classmates, other students, parents and community. Publishing is a form of activity that is very important for students as it provides an

opportunity for them to share their writing product with real audience of their classmates and other students. The reseracher can conclude the process of writing is procedure how to write the idea by some process.

C. Written Feedback

1. Definition of Teacher Feedback

Burnett and Mandel (2010, p. 8) state that teacher written feedback or handwritten commentary is a primary method to respond to students' essays to assist students' writing development; teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers. Hyland (2006) see teacher written feedback as purely informational with its position as a medium for the teacher to channel responses and advice in assisting students' improvement. In addition, teacher written feedback plays a significant role in providing a reader reaction to students' effort in writing, helping them to be better researchers and to justify the grade given to the students.

2. Types of Teacher Feedback

There are types of teacher feedback (Paul, 2010, p. 8)

According to Cohen cited in Hartatie (2016), there are some kinds of written feedback such as comments, correction and/or marks which given to students' written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific

comments on students' errors with a suggestion about how to improve as well as with the comments of the positive aspect of the work.

1. Correction codes

The teacher might use a set of error correction symbols or abbreviations in your writing (e.g. 'SP' for spelling, 'GR' for grammar, 'V' for vocabulary, 'P' for punctuation, 'WO' for word order, 'L' for linking word error or missing conjunction, etc).

2. Error correction

The advantages of this type of feedback are that there will be no ambiguity as to what was wrong and what would have been the corrected version of your word, phrase, or sentence.

The disadvantages, however, include your consciousness not being raised to your typical errors, as well as the fact that in some cases there is no one correct version to what you were trying to say, and the teacher might, unknowingly, distort your message by changing it to their liking.

3. Criteria correction

The advantages of it are similar to those of using a correction code in that it makes you more conscious not only of your recurring errors but which criterion in the exam you are preparing for they affect negatively and therefore why they should be avoided.

The possible disadvantages of this type of feedback again have to do with the fact that it requires a high level of metacognitive awareness of your strengths and weaknesses, as well as previous criteria training.

4. Comments

The advantages of receiving such feedback are that it feels as if your teacher was right by your side, talking to you. This personalized teaching might make you feel more engaged with the learning process as it is not so 'dry'.

The disadvantages of it are that despite these comments trying to elicit the correction, you might still not be sure as to what was wrong exactly, how it could be corrected and how it relates to the criteria of the exam you are preparing for, partly because of a lack of metalanguage (i.e. words describing grammar phenomena, e.g. 'predicate').

5. Assessment

The advantage of receiving such feedback is that it makes it crystal clear to you where you stand in terms of your chances of passing the exam and which criteria you should try to work on until the date of it.

The disadvantage of only getting an overall assessment like this is that a huge learning opportunity is wasted by not exploiting the individual mistakes in the piece of writing you submitted.

Be sides that, Miftah (2015) said that there are three kinds of written feedback, that is response, comments and suggestions. The areas of the kinds of

written feedback above focuses on grammatical aspects, idea development, spelling, paragraph coherence, etc.

In addition, the researcher analyze the pattern of written feedback that applied by the English teacher based the theory about the kinds of written feedback that have explain before. The researcher investigates the patterns by analyze student writing product.

Example of Teacher Feedback Technique

Amato/NMRL/95

12:30

DP Wednesday, October 22nd (9:00 p.m.)

Dear Diary,
I am writing this in the girls' bathroom. That's the only place I can get a little privacy around here. If I can't believe how this day is going so far. I have to start at the beginning, which unfortunately was math class. I forgot we were having a test.

If I have never been unprepared for a test in my life. Normally, when I get a test, I know what to do and calmly do it. Today, when Mr. Peter handed out the tests, I thought my eyeballs were going to explode. I stared at the first page, but I couldn't make sense of it. Meanwhile, everybody around me started scribbling right away. I felt the way Helen Keller must have felt when she could feel the lips of people moving but couldn't understand what the heck they were saying. I felt like I was drowning.

Beth was already done with the first three problems. If I slumped in my seat and leaned a little to my left and squinted, I could see her answers floating on the page like little life preservers.

In my moment of need, I did what I had never done before. I cheated. Halfway through, Beth glanced back at me a few times, as if she could feel my eyes grabbing onto her work.

At the end of the period, I was exhausted. It's very tiring to cheat. It takes a lot of concentration. Not only do you have to get the answers down right, but also you have to keep the guilt from melting your conscience into a puddle at your feet.

I fell asleep during science and woke up to the sound of Mrs. Keating yelling. I jumped up, sure she was yelling at me. But she was bawling out Johnny Nye for sneaking onto the internet and playing a computer game when he was supposed to be doing research for the big report that's due on Friday.

? not needed OK ✓
OK
ha!

3. Important of Teacher Feedback

Nicole (2010) He suggesed seven principles for feedback practice. They claime that good feedback practice:

1. Helps clarify what good performance is (goal, criteria, expected standards);
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high-quality information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to students that can be used to help shape teaching.

4. Advantages and Disadvantages of teacher feedback

Advantages

- Feedback can be personal, individual, and directly related to the particular piece of work.
- Feedback may be regarded as authoritative and credible.
- The feedback can be tailored to justify an accompanying assessment judgement.

- Students can refer to the feedback again and again, and continue to learn from it.
- Such feedback provides useful evidence for external scrutiny.

Disadvantages

- Handwritten feedback can be hard to read!
- When critical, handwritten feedback - because of its authoritativeness - can be threatening.
- It is slow and time-consuming to write individually on (or about) students' work, and hard to make time for when class sizes are large.
- You can't refer to your own feedback to different students unless you keep photocopies of their work and your comments.
- It becomes too tempting to degenerate into shorthand - ticks and crosses - rather than to express positive and critical comments.

(Bijami, 201, p. 92)

5. Correction Symbols

Meaning	Incorrect	Correct
 punctuation	^{P.} I live <u>and</u> go to school here <u>?</u> Where do you work <u>?</u>	I live and go to school here. Where do you work?
 word missing	 I <u>working</u> in a restaurant.	I am working in a restaurant.
^{Cap.} capitalization	^{Cap.} It is located at ^{Cap.} <u>main</u> and ^{Cap.} <u>baker</u> ^{Cap.} <u>streets</u> in the ^{Cap.} <u>City</u> .	It is located at Main and Baker Streets in the city.
^{V.t.} verb tense	^{V.t.} I never <u>work</u> as a cashier until ^{V.t.} I <u>get</u> a job there.	I had never worked as a cashier until I got a job there.
^{agr.} subject-verb agreement	^{agr.} The manager <u>work</u> hard. ^{agr.} There <u>is</u> five employees.	The manager works hard. There are five employees.
 make one word or sentence	Every <u>one</u> works hard. We work together. <u>So</u> we have become friends.	Everyone works hard. We work together, so we have become friends.
^{sp.} spelling	^{sp.} The <u>maneger</u> is a woman.	The manager is a woman.
^{pl.} plural	She treats her employees like <u>slave</u> .	She treats her employees like slaves.
 unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
^{w.f.} wrong word form	^{w.f.} Her voice is <u>irritated</u> .	Her voice is irritating.
^{w.w.} wrong word	The food is delicious. ^{w.w.} <u>Besides</u> , the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.

Appendix D Correction Symbols

	Meaning	Incorrect	Correct
ref.	pronoun reference error	The restaurant's specialty is fish. ref. They are always fresh. The food is delicious. Therefore, it is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
W	wrong word order	Friday always is our busiest night.	Friday is always our busiest night.
RO	run-on	Lily was fired she is upset.	Lily was fired, so she is upset.
CS	comma splice (incorrectly joined independent clauses)	OR Lily was fired, she is upset.	Lily was fired; therefore, she is upset. Because Lily was fired, she is upset. Lily is upset because she was fired.
FRAG	fragment (incomplete sentence)	She was fired. <u>Because she was always late.</u>	She was fired because she was always late.
Ⓙ	add a transition	She was also careless. [Ⓙ] She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
S.	subject	^{S.} Is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
V.	verb	The employees ^{V.} on time and work hard.	The employees are on time and work hard.
prep.	preposition	We start serving dinner ^{prep.} 6:00 P.M.	We start serving dinner at 6:00 P.M.
conj.	conjunction	The garlic shrimp, fried clams, ^{conj.} broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art.	article	Diners expect ^{art.} glass of water when they first sit down ^{art.} at table.	Diners expect a glass of water when they first sit down at the table.
¶	Symbol for a paragraph		

6. The Steps of teacher feedback technique

Feedback is a fundamental element of a process approach to writing. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions (Wen, 2013, p. 427).

There are some steps in applied teacher feedback adopted from a research by Lee (2008) as follows:

- 1) The teacher assigned the composition topic, normally brainstormed ideas with students.
- 2) The teacher assigned the students drawing their attention to relevant language structures and vocabulary related to the topic.
- 3) Students produced single drafts
- 4) The teacher went through a similar procedure such as started by asking students to read (and read aloud) some “beautiful sentences” written by some students.
- 5) The teacher asked the students to do a proofreading exercise consisting of a rather random collection of errors made by students
- 6) In the proofreading exercise, the teacher tended to dominate by providing the correct answers, without giving students opportunities to engage in discussion or asking students to analyze the errors.
- 7) The teacher returned the compositions to the students.
- 8) The teacher required students to correct the sentences that contained errors.

D. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a piece of text describes a particular person, place, thing and animal. While Broadman and Jia states that descriptive text is a kind of text that is used to describe what something looks like. Another definition about descriptive text is based on Gerot and Wignell, it is stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing. From the definitions above, the writer concludes that descriptive text is a text which aims to describe particular things, such as people, place, even unit of days, times of day, or season. (Furaidah, 2002, p. 80)

2. Generic Structure

The generic structure of descriptive text is shown in the following table:

Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identification the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

3. Grammatical Features

In descriptive text, use :

- a. Specific Nouns, e.g. my car, my new house etc.
- b. Simple Present tense, e.g. I live in a simple house; the house is very beautiful; it has a wonderful park.
- c. Detailed Noun Phrase to give information about subject. E.g. I have white skinned girl friend, etc.
- d. Some adjectives (describing, numbering, classifying)., e.g. two strong legs, sharp white fangs, etc.
- e. Relating verbs to give information about subject, e.g. My mum is really cool: it has very thick fur, etc.
- f. Thinking verb or feeling verb to express personal writer view about subject, e.g. police believed the suspect is armed; I think it is a clever animal, etc.
- g. Action verb, e.g. our new pappy bites our shoes; my cat eats mouse, etc.
- h. Adverbials to give addition information about its behavior, e.g. fast, at tree house, etc.

One of the text or paragraph that are taught in the Junior High School level is descriptive. Descriptive is a kind of text which is aim to describe a particular person, place, or thing.

So, it can be said that this text is descriptive text that describes what kind of person or an object described, good shape, its properties, numbers and others. Objective (purpose) of any clear descriptive text, is to explain, describe or express a person or an object. (Jaya, 2008, p. 14)

When writing a descriptive text, there are several general compositions or generic structure. It also has generic structure which is summarized as follows:

1. Identificaton which identifies phenomenon to be described. Identification contains about identifying things or person will be described.
2. Description which describes parts, qualities, characteristics.

4. The Language Feature of Descriptive Text

1. The linguistic feature in this text is focused on specific participants, the use of attributive and identifying process, the frequent.
2. Use of epithets and classifier in nominal groups, at and the use simple present tense.

Moreover, according to George E. Wishon and Julia M. Burks in their book stated that Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, or happiness, loneliness, or fear. It is used to create a visual image of people, place, even of units time-days, time of day, or season. The researcher can conclude descriptive text is describe something like place, thing, person and animal with generic structure are Identification and description with some feature language etc.

5. Examples of descriptive text

1. Description of person

My Mother

Identification

Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom.

Description

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

2. Description of thing

My Guitar

Identification

My most valuable possession is an old, slightly warped blond guitar--the first instrument I taught myself how to play.

Description

It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked

through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago.

No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.

3. Description of animal

Identification

Robin Bird

The 'robin' which is a wild bird that is common in the UK I'm going to describe. The robin is a small bird with brown and white feathers and an area of bright red colour on its face and on the front of its body. The area of red colour makes robins very easy to distinguish from other birds.

Robins are common garden birds. Many houses in the UK have a garden, and you can often see this bird sitting in a tree. They make their nests in trees and go looking for food. You might also see a robin if you go for a walk in the countryside or in a park.

Description

Robins have a special place in British culture. They are considered to be Christmas birds, and are often used on Christmas cards. Many people leave food in their gardens for robins and other small birds to eat.

4. Description of Place

Kuta Beach

Identification

Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

Description

When the day becomes dark, the nightlife of Kuta often begins too late, at around 23.00. The scene is full of different atmospheres and entertainment in bars and pubs which some of them give live bands, fashion shows, DJ's and sexy dancers. Being hungry and hoping to have a dinner, many restaurants are ready to serve their best recipes with a lot of international cuisines. Some of the famous restaurants in Kuta are B' Couple Bar N' Grill, Blue Fin, ESC, Flapjacks, Gabah Restaurant & Bar, Kopi Pot, Kori Restaurant & Bar, Maccaroni Restaurant & Bar, Made's Warung, Papa's Cafe, Queen's Tandoor, Sailfin, Stadium Cafe, Sushi Tei, Take Restaurant and so on.

Needing a hotel around Kuta beach, do not worry

because Kuta also offers its best varied hotels and resorts which most of the them give beachfront locations with their various styles and budget ranges. In these hotels and resorts you can choose your best. It is really the worth town to visit. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other.

6. SCORING GUIDE OF WRITING TEST

Table 2.1 Scoring Guide of Writing Test

Component	Score	Level	CRITERIA
Content	30-27	Excellent to very good	Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis. Most relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent. Or not enough to evaluate
Organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.

	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
Vocabulary	20-18	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
Language Use	20-18	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	17-14	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	13-10	Fair to poor	Major problems in simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
	5	Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

Mechanics	3	Fair to poor	Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning focused or obscured.
	2	Very poor	No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.

(Source: Sara, 2001, p. 216)

CHAPTER III

RESEARCH METHOD

This chapter consists of research type and design, Place and Time of the Study, Population and Sample, Research Instrument, Data Collecting Method, and Technique of Data Analysis.

A. Research Design

The design of this study was quasi-experimental study. There are experimental group by using Teacher feedback method and control group by using traditional method. (Ary, 2006, p. 316) The data was taken and analyzed by quantitatively to found the effectiveness on student writing ability by using Teacher feedback technique.

The researcher was used non randomized control group pre-test, post-test design with a kind of treatment. There were two group in this model, the first is control group and the second is experimental group. Both of the group was given pretest and posttest to measure the result of writing score before treatment was given (Y1). The treatment was given to experimental group only (X). Post test was given for both of group to measure the students' writing ability score after the treatment was given (Y1). Based on the study, the scheme of this model was :

Tabel 3.1 T³³ ne of model

Sample	Pre-test	treatment	Post-test
A	Y1	X	Y2
B	Y1	-	Y2

E : experimental group

C : Control group

X : Treatment

Y1: Pre-test

Y2 :Post-test

The researcher was classified the students into two groups, experimental and control group. Teacher feedback technique only used to teach experimental group. The materials for both of the groups was similar .

B. Population and Sample

1. Population

A population was defined as all members of any well defined class of people, events or objects. (Ary ,2010, p. 129)

Population was the larger group to which a researcher wishes to generalize. The population of this research was all the students of the Seventh grade of MTs Hidayatul Insan Palangka Raya. Consisted of 30 Students and divided into two classes they where : VII A and VII B.

Table 3.2
Population of the study

No.	Class	Number
1.	VII-A	15
2.	VII-B	15
	Total	30

2. Sample

Sample is a subject of individuals or case from within a population. The small group that is observed is called a sample. (Ary, 2010, p. 26) determine the students as experimental group the researcher was used cluster sampling where researcher got choosed the sample related the purpose. Cluster sampling was used if the population not an individual but a group of individuals who are naturally together. The writer choosed cluster sampling because the score of population has heterogeneity. The scheme of this sample can be seen below.

Table 3.3 The Number of Sample

Class	Group	Number of Students
A	Experiment	15
B	Control	15

Total	30
--------------	-----------

C. Research Instrument

1. Instrument

a. Test Type

Test was measurement tool that very important for education research. This study was used writing test about descriptive paragraph writing with different topic. Like the table for pre-test, treatment, and post-test, they are:

Table 3.4

Table of Topics

Pre-Test	Treatment	Post-Test
My mother	Using English Language in all English Subject	Make descriptive text about person

The study was collected the data from score of pretest and posttest. From the score was found the effect of the teacher feedback technique in descriptive text . Pretest was given in first before treatment. The last test is posttest. It aimed to compare the pretest scores to the posttest scores. In the treatment the resercher was teached descriptive text with teacher feedback technique to know effectiveness this technique toward in writing descriptive text to the student's score.

2. Documentation

In this study, documentation was used in order to found the information needed in this research. This technique of collected data was done by seeing the

documentation got the real information of the experiment like; a. The students' name, b. The syllabus of English subject, c. The result of the test, d. pictures of the students of the experiment, e. In this case, the data was gained by the helped of the English teacher.

3. Research Instrument Validity

Johnson said that "a measure is valid if it measures what it is intended to measure". Every test, whether it is a short, informal classroom test or a public examination, has valid the constructor can made it. The test must aim to provided a true measure of a particular skill that it is intended to measure, to the extent that measures external knowledge and other skills at the same time, it was not be a valid test.

The validity of this study is distinguished info some kinds as follow :

a. Face Validity

Daniel (2004) he said, the type of face validity, if the test items look right to other testers, teachers, indicators, and test.

b. Content validity

Daniel (2004) he said, Content validity has obviously related to theoretical knowledge of the area but can be improved by asking experts and respondents about their views on the content of the instrument. That instrument can also theoretically be expected to predict or be related to another measure.

Content validity has concerned with what goes into the test. A test will have high content validity if the items are representative of the population of the possible task. The content of the test should be decided by considering the purpose of the assessment.

In this study, the researcher used test for students. It has useful to measure their writing the material should be test has about descriptive text.

c. Construct Validity

Daniel (2004) he said, Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring

In measuring the instrument validity , the researcher used the formula of Product Moment by Pearson as follows:

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

R_{xy} : Total coefficient of correlation

$\sum X$: Total Value of Score X

$\sum Y$: Total Value of Score Y

$\sum XY$: Multiplication Result between Score X and Y

N : Number of Students

After the value of coefficient correlation (r_{xy}) has found, then it has been calculated using the measurement of t (uJi-t) with the formula:

$$t_{\text{observe}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = The value of t_{observe}

r = The coefficient of t_{observe}

n = Number of students

The distribution of t_{table} at alpha 5% and the degree of freedom (n-2) with the measurements of validity using the criteria below (Riduwan, 2004, p.110):

$t_0 > t_t = \text{Valid}$ $t_0 < t_t = \text{Invalid}$
--

To know the validity level of the Instrument, the result of the test was interpreted to the criteria below:

0.800-1.000	= Very High Valid
0.600-0.799	= High Validity
0.400-0.599	= Fair Validity
0.200-0.399	= Poor Validity
0.000-0.199	= Very Poor Validity

1. Research Instrument Reliability

The reliability of a measure refers to the accuracy or consistency of measurement (Johnson, 2009, p. 54).

In order to know the reliability of the questionnaire, the researcher used Spearman-Brown formula, as follow:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

Where:

r_{11} : Instrument Reliability

r_b : Coefficient Correlation

After getting the instrument reliability of the questionnaire, than the value of reliability test compared with r_{table} .

$r_{11} > r_{table} = \text{Reliable}$ $r_{11} < r_{table} = \text{Unreliable}$
--

D. Data Collection Procedures

1. The pre-test was conducted both of the group, experimental and control group in order to know students on writing before used treatment.
 2. Treatment, The researcher was taught writing of descriptive text both of experimental group and control group. In experimental group the researcher was delivered the material by used teacher feedback technique except using teacher feedback in control group.
- The steps of teacher feedback technique on Exsperimental Group :

Feedback is measure for the teacher showing students mistake in writing ability with some a way likes correction by using sign or symbol.

Feedback is a fundamental element of a process approach to writing. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions. (Wen, 2014, p. 24)

- a. Participants how accurately they implemented the interventions.

However, the authors provided no information on the length or specific content of the written feedback.

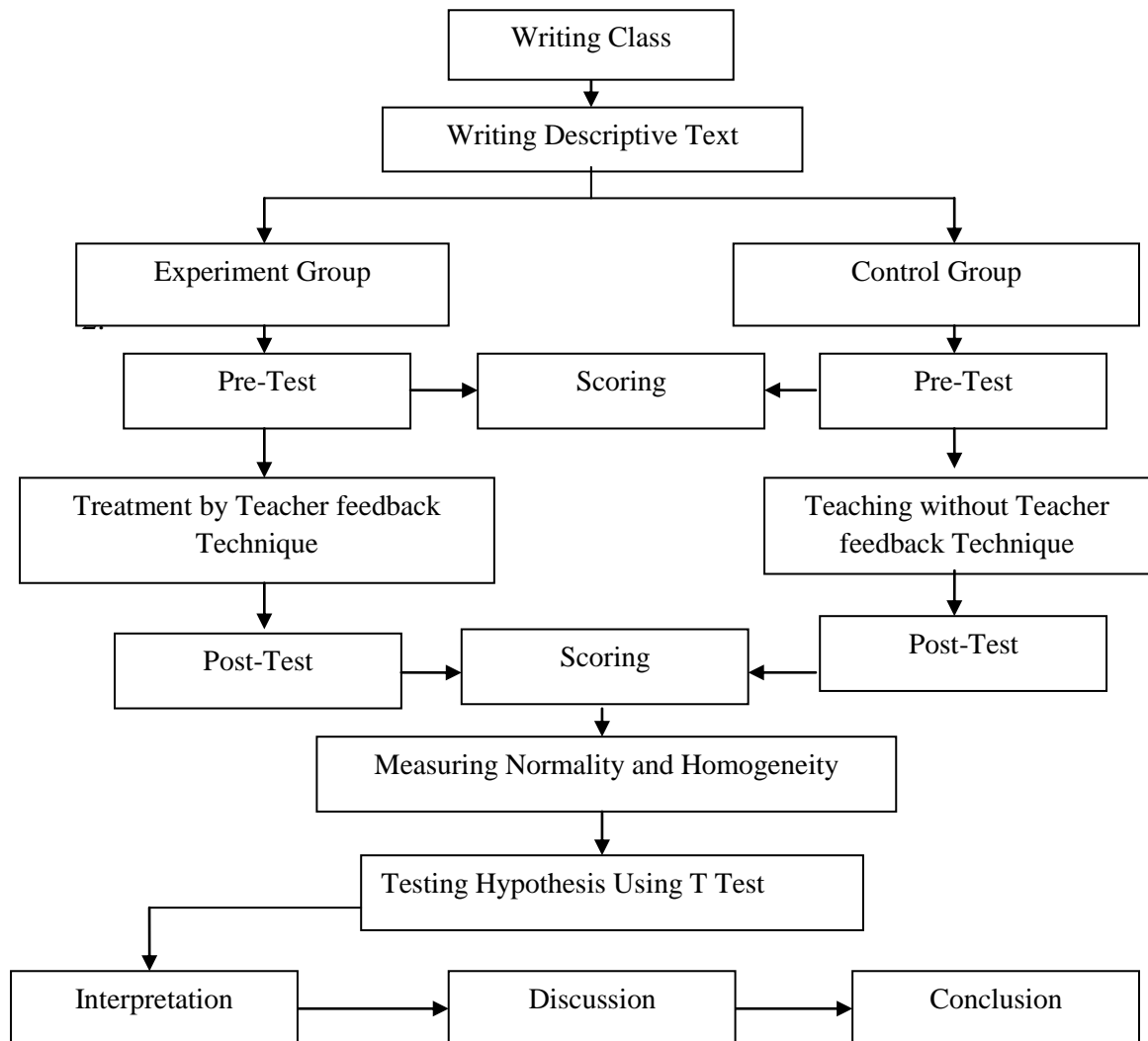
- b. Jones, Wickstrom, and Friman targeted teacher's treatment integrity and student on- task behavior.
- c. The researchers use written feedback that contained information on the observation session. Specifically, the written feedback gave the percentage of time the student was on-task and the percentage of treatment integrity steps implemented correctly.
- d. Results show a significant increase in treatment integrity, but student on task behavior had small increases. Low rates of student behavior could have a result of a poorly design and not necessarily related to the teacher's implementation of the.

The reseacher can be conclude feedback is some a way for the teacher give a coment,criticism, or even appereciation from any other sources to assess their learning result.

3. The post test was given after the teacher given treatment to know whether or not the change on students wiring.
4. In this study, the writer was used some procedures to collect the data. The procedures consist.
 - The reseacher was observed the data :
 - The number of class
 - The number of students
 - The class activities
5. The researcher was established the class into experiment group and control group.
6. The researcher was given pretest to experiment group and control group and given score.
7. The researcher was teached the experimental group or given treatment by used Teacher feedback technique.
8. The researcher was teach the control group or given treatment without using teacher feedback technique.
9. The researcher was given the post-test for experimental group and control group.
10. The researcher start to analyzed by used statistical analysis the data.
11. The researcher was test the hypothesis.
12. The researcher was conclude the result of the study of the effectiveness of teacher feedback technique.

Data Collection Procedure

Figure 3.3



E. Data Analysis Procedure

The data of this study students' writing score. Therefore, the data are in quantitative data. The data was analyzed by means of inferential statistics. This

statistical analysis is suitable to answer the research problem. In this case, the researcher applied T-Test to examine the students' writing ability score.

1. Techniques of Data Analysis

Before analyzing data using T-Test, the researcher fulfilled the requirements of T-Test. They are Normality test, homogeneity test and hypotheses test.

a. Normality Test

It was used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study to test the normality the writer applied SPSS 18.0 program using Kolmogorov Smirnov with level of significance $\alpha = 5\%$. Calculation result of asymptotic significance is higher than α (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance is lower than α (5%), it meant the data is not normal distribution.

b. Homogeneity Test

Homogeneity used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 18 program used Levene's testing with level of significance α (5%).

If calculation result was higher than 5% degree of significance so H_a is accepted, it means both groups had same variant and homogeneous.

c. Testing Hypothesis

The researcher applies the T-Test statistical to test hypothesis with level of significance 5% T-Test could be applied to test a difference mean or more. The steps were as follows:

1) Found out the grand mean (X) each group: $\sum X_t^2 = \sum X^2 - \left(\frac{\sum X^2}{N}\right)$

2) Found out the sum of square among group :

$$SS_t = \sum X^2 - \frac{(\sum X_t)^2}{N}$$

Where

SS_t = sum of square total

$\sum X^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

N = number of score

3) The sum of squares between groups

$$SS_b = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

4) The sum of squares within groups

$$SS_w = SS_t - SS_b$$

5) Found out degree of freedom between group:

$$Df_b = G - 1$$

6) Calculate the between-groups mean square (MS_b) :

$$MS_b = \frac{SST}{df_b}$$

7) Found out the degree of freedom within group :

$$Df_w = N - 1$$

8) Calculate within group mean score (MSw) :

$$MSw = \frac{SSb}{dfw}$$

9) Found the F ratio

$$F = \frac{MSb}{MSw}$$

10). Determining the level of significant of T_{observed} by comparing the T_{observed} with the T_{table} .

The reseacher does some ways in the data analysis procedures, they are as follows:

1. Analyzed the data by using r_{table}
2. Collected the students' writing scores of Pre-test and Post- test.
3. Arranged the obtained score into the distribution of frequency of score table.
4. Calculated mean, median, modus, standard deviation and standard error of students' score.
5. Measured the normality and homogeneity.
6. Analyzed the data by using T-Test to answer the problem of the study. In addition, the SPSS program is applied.
7. Interpreted the result of analyzing data.
8. Made discussion to clarify the research finding.
9. Gave conclusion.
10. Summary

CHAPTER IV

RESULT OF THE STUDY

This chapter discussed the data which had been collected from the research in the field of study. this case consisted of description of the data, normality and homogeneity test, testing hypothesis using manual calculation and testing hypothesis using SPSS 17.0 program, interpretation and discussion.

A. Data Presentation

1. The Result of Pre-Test Score of the Experiment and Control Group

The Pre-Test was conducted to the first control class in VII B room on July 27th, 2017, at 07.40-9.00 am. Then the experiment class was given pretest in same class on July 27th, 2017, at 11.30-12.50 am. The Pre-test scores of the classes were presented in Table 4.1.

Table 4.1 Pre-Test Score of Control Group and Experiment Group

No.	Subject	Pre-Test Score			
		Control	Interpretation	Experiment	Interpretation
1	E1	56	Poor	50	Poor
2	E2	56	Poor	54	Poor
3	E3	53	Poor	54	Poor
4	E4	50	Poor	48	Very Poor
5	E5	44	Very Poor	44	Very Poor
6	E6	58	Poor	50	Poor
7	E7	46	Very Poor	55	Poor
8	E8	49	Very Poor	47	Very Poor
9	E9	63	Enough	59	Poor
10	E10	48	Very Poor	60	Enough
11	E11	46	Very Poor	53	Poor

12	E12	50	Poor	56	Poor
13	E13	62	Enough	70	Good
14	E14	51	Poor	54	Poor
15	E15	48	Very Poor	49	Very Poor
SUM		780		803	
Lowest Score		44		44	
Higest Score		66,0		70,00	
Mean		52,0000		53,5333	

Based on the result of research in class VII B as control group and experiment group before being taught by teacher feedback technique in writing descriptive text, the highest pre- test score of student control class was 66 and the lowest score of control class was 44 with sum of the data was 780 mean was 52,0000. In contrary, the highest score of experiment class was 70 and the lowest score of the experiment class was 44 with sum of the data was 803 and the mean was 53.5333. It meant that the experimental and control group have the same level in writing skill before getting the treatment.

B. Research Findings

a. Description Data of Pretest Score of Control Group

Based on the data above, it was known the highest score was 66 and the lowest score was 44. In order determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The Highest Score (H) = 66

The Lowest Score (L) = 44

$$\begin{aligned}
 \text{The Range of Score (R)} &= H - L + 1 \\
 &= 66 - 44 + 1 \\
 &= 23
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\
 &= 1 + (3.3) \times \text{Log } 15 \\
 &= 1 + (3.3) \times 1.17609125 \\
 &= 4.881101125 \\
 &= 5
 \end{aligned}$$

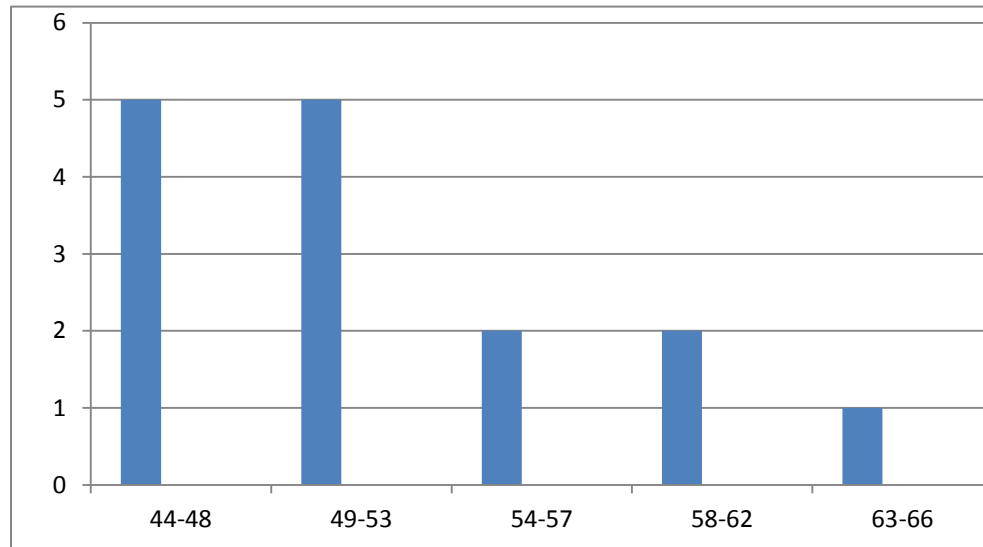
$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{23}{5} = 4.6 = 4 \text{ or } 5$$

So, the range of score was 23, the class interval was 5, and interval of temporary was 4 or 5. Then, it was presented using frequency distribution in the following table:

Table 4.2, Table Frequency Distribution of the Pretest Score Control Group

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of each group	Frequency Relative (%)	Frequency Cumulative (%)
1	63-66	1	64.5	62.5-66.5	6.666	100
2	58-62	2	60	57.5-62.5	13.333	93.334
3	54-57	2	55.5	53.5-57.5	13.333	80.001
4	49-53	5	51.5	48.5-53.5	33.333	46.668
5	44-48	5	46	43.5-48.5	33.333	13.335
		$\Sigma F=15$			$\Sigma P = 100$	

4.1 The Frequency Distributn of The Pre Test Scores of Control Group



Based on tabel above, it can be seen about the students' predicate in pretest score. There were five students who got 44-48. There were five students who got 49-53 score. There were two students who got 54-57 score. There were two students who got 58-62 score. There was one student who got 63-66 score.

Table 4.4, Table for Calculating Mean, Median, Modus, Standard Deviation. and Dtandard Error of Pretest Score of Control Group

Class (K)	Interval (I)	Frequency	Mid	F.X	FX ²	Fka	Fkb
		(F)	Point (x)				
1	63-66	1	64.5	64.5	4160.25	1	15
2	58-62	2	60	120	14400	3	13
3	54-57	2	55.5	111	12321	5	11
4	49-53	5	51.5	257.5	66306.25	10	6
5	44-48	5	46	230	52900	15	1

		$\Sigma F=15$		$\Sigma F.X=783$	$\Sigma FX^2=150087.5$		
--	--	---------------	--	------------------	------------------------	--	--

1) Calculating Mean

$$M_x = \frac{\Sigma FX_i}{n} = \frac{783}{15} = 52.2$$

2) Median

$$\begin{aligned} \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{f_i} X_i \\ &= \frac{48.5 + 7.5 - 2 \times 5}{5} \times 5 \\ &= 48.5 + \frac{2.5 \times 5}{5} \\ &= 51 \end{aligned}$$

3) Modus

$$\begin{aligned} \text{Mo} &= u + \left(\frac{f_a}{f_a + f_b} \right) x_i \\ &= 48.5 + \left(\frac{1}{1+0} \right) \times 5 \\ &= 48.5 + 5:1 \\ &= 49 \end{aligned}$$

4) Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{n \cdot \Sigma FX_i^2 - (\Sigma FX_i)^2}{n(n-1)}} \\ S &= \sqrt{\frac{15 \cdot 150087.5 - (783)^2}{15(15-1)}} \end{aligned}$$

$$S = 5.831$$

5) Standard Error

$$SE_{md} = \frac{S}{\sqrt{N-1}} = \frac{5.831}{\sqrt{30-1}} = \frac{5.831}{3.741} = 1.506$$

After Calculating, it was found that the standard deviation and the standard error of pretest score were 5.831 and 1.506

b. Description Data of Pretest Score of Experiment Group

Based on the data pretest score of control group, it was known the highest score was 77 and the lowest score was 44. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The Highest Score (H)} = 70$$

$$\text{The Lowest Score (L)} = 44$$

$$\begin{aligned} \text{The Range of Score (R)} &= H - L + 1 \\ &= 70 - 44 + 1 \\ &= 27 \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + (3.3) \times \text{Log } 15 \\ &= 1 + (3.3) \times 1.17609125 \\ &= 4.881101125 \\ &= 5 \end{aligned}$$

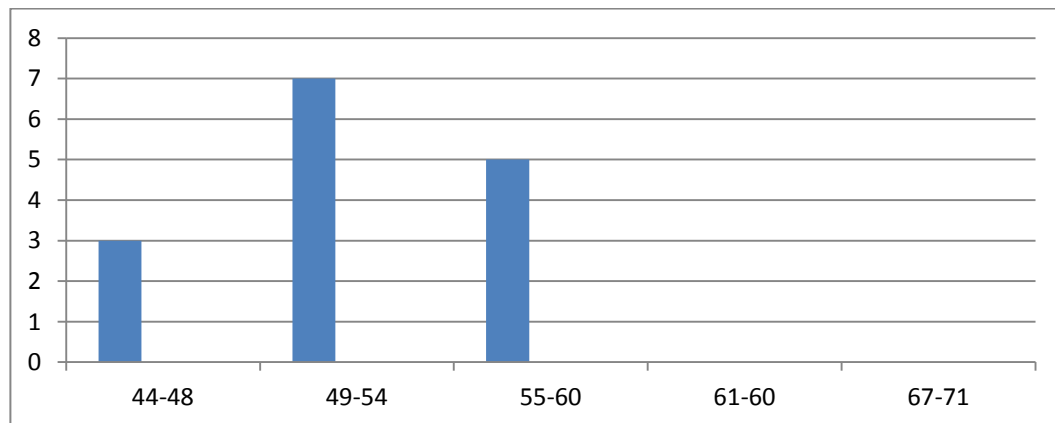
$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{27}{5} = 5.4 = 5 \text{ or } 6$$

So, the range of score was 27, the class interval was 5, and interval of temporary was 5 or 6. Then, it was presented using frequency distribution in the following table:

Table 4.5, Table Frequency Distribution of the Pretest Score of Experiment Group

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of each group	Frequency Relative (%)	Frequency Cumulative (%)
1	67-71	-	69	66.5-71.5	0	0
2	61-66	-	63.5	60.5-66.5	0	0
3	55-60	5	57.5	54.5-60.5	33.333	66.667
4	49-54	7	51.5	48.5-54.5	46.666	53.334
5	44-48	3	46	43.5-48.5	20	80
		$\Sigma F=15$			$\Sigma P = 100$	

The Frequency Distribution of The Pre Test Scores of Eksperiment Group



Based on tabel above, it can be seen about the students' predicate in pretest score. There were three students who got 44-48. There were seven students who got

49-54 score. There were five students who got 55-60 score. There was no student who got 61-66 score. There has no student who got 67-71 score.

Table 4.7, Table for Calculating Mean, Median, Modus, Standard Deviation. and Dtandard Error of Pretest Score of Experiment Group.

Class (K)	Interval (I)	Frequency	Mid	F.X	FX ²	Fka	Fkb
		(F)	Point (x)				
1	67-71	-	69	69	4761	0	0
2	61-66	-	63.5	63.5	4032.25	0	0
3	55-60	5	57.5	287.5	82656.25	5	15
4	49-54	7	51.5	360.5	129960.25	12	10
5	44-48	3	46	138	19044	15	3
		ΣF=15		Σ918.5	ΣFX ² 240453.75		

1) Calculating Mean

$$M_x = \frac{\sum FX_i}{n} = \frac{918.5}{15} = 61.2333$$

2) Median

$$\begin{aligned}
 \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{f_i} X i \\
 &= \frac{48.5 + 7.5 - 7 \times 5}{5} X 5 \\
 &= 48.5 + \frac{0.5 \times 5}{5} \\
 &= 49
 \end{aligned}$$

3) Modus

$$Mo = u + \left(\frac{fa}{fa + fb} \right) x i$$

$$\begin{aligned}
&= 49.5 + \left(\frac{0}{0+3}\right) \times 5 \\
&= 48.5 + 0 \\
&= 48.5
\end{aligned}$$

4) Standard Deviation

$$S = \sqrt{\frac{n \cdot \sum F X_i^2 - (\sum F X_i)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{15 \cdot 240453.75 - (918.5)^2}{15(15-1)}}$$

$$S = 6.334$$

5) Standard Error

$$SE_{md} = \frac{S}{\sqrt{N-1}} = \frac{6.334}{\sqrt{15-1}} = \frac{6.641}{3.741} = 1.636$$

After Calculating, it was found that the standard deviation and the standard error of pretest score were 6.334 and 1.636

2. Result of Post-Test of Control and Experiment Class

The test of Post- Test score at the control class had been conducted on September , 14th 2017 at time 07.40-09.00 am in class VII B with the number of student was 15 students. Then the experiment class had been conducted on September, 14th 2017 at time 11.30-12.50 am in the same class VII A with the number of student was 15 students. The Post-test scores of both of class were presented in 4.8

Table 4.8 the Post-test Score of Students Writing Ability of Control and Experiment Group

No.	Subject	Post-Test Score			
		Control	Interpretation	Experiment	Interpretation
1	E1	70	Good	71	Good
2	E2	54	Poor	76	Good
3	E3	60	Enough	67	Enough
4	E4	54	Poor	70	Good
5	E5	70	Good	50	Poor
6	E6	63	Enough	73	Good
7	E7	64	Enough	76	Good
8	E8	62	Enough	70	Good
9	E9	67	Enough	75	Good
10	E10	48	Very Poor	61	Enough
11	E11	61	Enough	64	Enough
12	E12	51	Poor	78	Good
13	E13	50	Poor	73	Good
14	E14	61	Enough	82	Very Good
15 SUM	E15	60	Enough	80	Very good
		895		1066	
Lowest Score		48		50	
Highest Score		70		82	
Mean		59.66		71.07	

To find Lowest Score, Highest Score, Mean, and the Standard Deviation, researcher used manual calculation and SPSS 17.0.

Based on the result of research in control group which taught by Teacher Feedback technique, the highest post-test score of students of control group was 70 and the lowest score was 48 with sum was 895, and the mean was 59.66., the result of experiment group after being taught by Teacher Feedback technique in writing descriptive text. The highest score of students of experiment class was 82, and the lowest score was 46, with sum was 1062, and the mean was 70.80.

a. Description Data of Post-test Score of Experimental Group

Based on the data Post-test score of experimental group, it was known the highest score was 82 and the lowest score was 46 . To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

$$\text{The Highest Score (H)} = 82$$

$$\text{The Lowest Score (L)} = 50$$

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 82 - 50 + 1 \\ &= 33\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + (3.3) \times \text{Log } 15 \\ &= 1 + (3.3) \times 1.1709125 \\ &= 1 + 3.864 \\ &= 4.8 = 5\end{aligned}$$

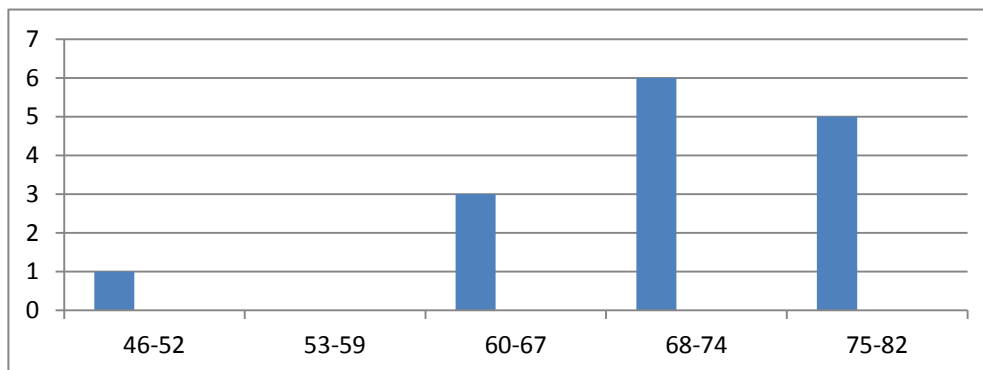
$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{33}{5} = 6.6 = 6 \text{ or } 7$$

So, the range of score was 33, the class interval was 6 or 7, and interval of temporary was 5. Then, it was presented using frequency distribution in the following table:

Table 4.9, Table Frequency Distribution of the Post-test Score of Experiment Group

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of each group	Frequency Relative (%)	Frequency Cumulative (%)
1	75-82	5	78.5	74.5-82.5	33.33333333	100
2	68-74	6	71	67.5-74.5	40	66.66666667
3	60-67	3	63.5	59.5-67.5	20	46.66666667
4	53-59	0	56	52.5-59.5	0	46.66666667
5	46-52	1	49	45.5-52.5	6.666666666	6.666666667
		$\Sigma F=15$			$\Sigma P = 100$	

The Frquency Distribution of The Post Test Scores of Eksperiment Group



Based on tabel above, it can be seen about the students' predicate in pretest score. There was one student who got 46-52. There was no student who got 53-59 score. There were three students who got 60-67 score. There were six students who got 68-74 score. There were five students who got 75-82 score.

Table 4.11, Table for Calculating Mean, Median, Modus, Standard Deviation and Standard Error of Post-test Score of Experiment Group

Class (K)	Interval (I)	Frequency	Mid	F.X	FX ²	Fka	Fkb
		(F)	Point (x)				
1	75-82	5	78.5	392.5	154056.25	5	15
2	68-74	6	71	426	181.476	11	10
3	60-67	3	63.5	190.5	36290.25	14	4
4	53-59	0	56	0	0	14	1
5	46-52	1	49	49	2401	15	1
		$\Sigma F=15$		$\Sigma FX=1058$	$\Sigma FX^2=192928.976$		

1) Calculating Mean

$$M_x = \frac{\Sigma FX_i}{n} = \frac{1058}{15} = 70.5333$$

2) Median

$$\begin{aligned}
 \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{f_i} X i \\
 &= 67.5 + \frac{7.5 - 5}{6} X 6 \\
 &= 67.5 + \frac{2.5 \times 6}{6} X 6 \\
 &= 67.5 + 2.5 \\
 &= 70
 \end{aligned}$$

3) Modus

$$\begin{aligned}
 Mo &= u + \left(\frac{fa}{fa+fb} \right) \times i \\
 &= 67.5 + \left(\frac{1}{1+3} \right) \times 6 \\
 &= 67.5 + \frac{6}{4} \\
 &= 67.5 + 1.5 \\
 &= 69
 \end{aligned}$$

4) Standard Deviation

$$\begin{aligned}
 S &= \sqrt{\frac{fx^2}{n}} \\
 S &= \sqrt{\frac{15.192928.976 - (1058)^2}{15(15-1)}} \\
 S &= 8.163
 \end{aligned}$$

5) Standard Error

$$SE_{md} = \frac{S}{\sqrt{N-1}} = \frac{8.163}{\sqrt{15-1}} = \frac{8.163}{3.741} = 2.108$$

After Calculating, it was found that the standard deviation and the standard error of pretest score were 8.163 and 2.108.

b. Description Data of Post-test Score of Control Group

Based on the data Post-test score of control group, it was known the highest score was 70 and the lowest score was 48 To determine the range of score, the class interval, and interval of temporary, the researcher calculated using formula as follows:

$$\text{The Highest Score (H)} = 70$$

$$\text{The Lowest Score (L)} = 48$$

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 70 - 48 + 1 \\ &= 23\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + (3.3) \times \text{Log } 15 \\ &= 1 + (3.3) \times 1.1709125 \\ &= 1 + 3.864 \\ &= 4.8 = 5\end{aligned}$$

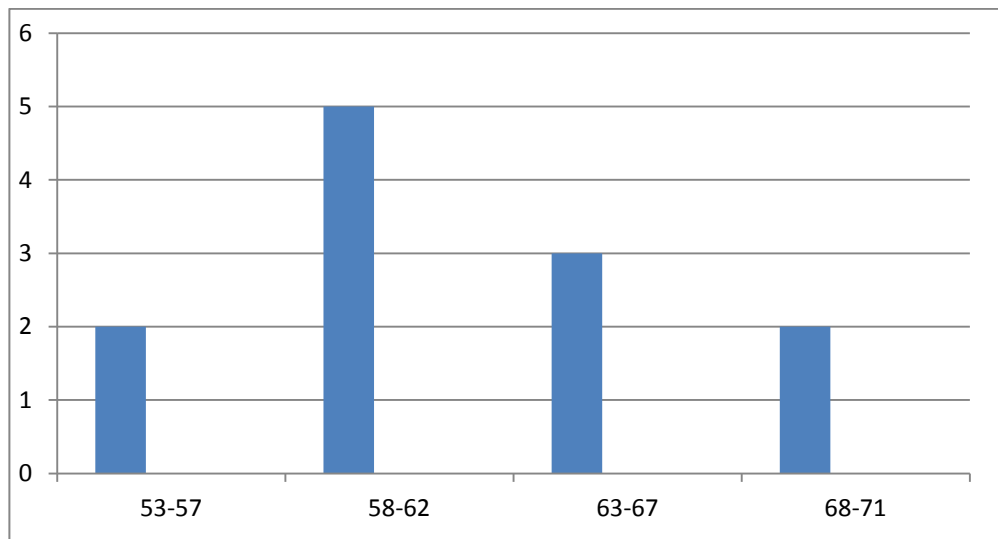
$$\text{Interval of Temporary (I)} = \frac{R}{K} = \frac{23}{5} = 4.6 = 4 \text{ or } 5$$

So, the range of score was 23, the class interval was 5, and interval of temporary was 4 or 5. Then, it was presented using frequency distribution in the following table.

Table 4.12, Table Frequency Distribution of the Post-test Score of Control Group

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of each group	Frequency Relative (%)	Frequency Cumulative (%)
1	68-71	2	69.5	67.5-71.5	13.333	100
2	63-67	3	65	62.5-67.5	20	86.667
3	58-62	5	60	57.5-62.5	33.333	66.667
4	53-57	2	55	52.5-57.5	13.333	33.334
5	48-52	3	50	47.5-52.5	20	20.001
		$\sum F=15$			$\sum P = 100$	

The Frequency Distribution of The Post Test Scores of Control Group



Based on tabel above, it can be seen about the students' predicate in posttest score. There were three students who got 48-52. There were two students who got 53-

57 score. There were five students who got 58-62 score. There were three students who got 63-67 score. There were two student who got 68-71 score.

Table 4.14, Table for Calculating Mean, median, modus, Standard deviation. and standard error of Post- test Score of Control Group

Class (K)	Interval (I)	Frequency	Mid	F.X	FX ²	Fka	Fkb
		(F)	Point (x)				
1	68-71	2	69.5	139	19321	2	15
2	63-67	3	65	195	38025	5	13
3	58-62	5	60	300	90000	10	10
4	53-57	2	55	110	12100	12	5
5	48-52	3	50	150	22500	15	3
		ΣF=15		ΣFX=894	ΣFX ² =181946		

1) Calculating Mean

$$M_x = \frac{\sum FX_i}{n} = \frac{894}{15} = 59.6$$

2) Median

$$\begin{aligned}
 \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{f_i} X_i \\
 &= 57.5 + \frac{7.5 - 3}{5} X_5 \\
 &= 57.5 + \frac{2.5 \cdot 5}{5} \\
 &= 57.5 + 2.5 \\
 &= 60
 \end{aligned}$$

3) Modus

$$\begin{aligned}
 \text{Mo} &= u + \left(\frac{fa}{fa+fb} \right) x i \\
 &= 57.5 + \left(\frac{1}{1+2} \right) x 5 \\
 &= 57.5 + \frac{5}{3} \\
 &= 59.16
 \end{aligned}$$

4) Standard Deviation

$$\begin{aligned}
 S &= \sqrt{\frac{n \cdot \sum F X_i^2 - (\sum F X_i)^2}{n(n-1)}} \\
 S &= \sqrt{\frac{15 \cdot 181946 - (894)^2}{15(15-1)}} \\
 S &= 6.945
 \end{aligned}$$

5) Standard Error

$$SE_{md} = \frac{S}{\sqrt{N-1}} = \frac{6.945}{\sqrt{15-1}} = \frac{6.945}{3.741} = 1.793$$

After Calculating, it was found that the standard deviation and the standard error of posttest score were 6.945 and 1.793.

3. Comparison Result of Pre-Test and Post- Test Score of Experiment Group

The comparison between students' pre-test and post-test after doing the experiment can be seen in the following Table 4.3.

Table 4.15, the Comparison Result of Pre-Test and Post- Test Score of Experiment Group

No.	Subjet	Score				Improvement
		Pre-test	Interpretatin	Post-test	Interpretation	
1	E1	50	Poor	71	Good	21
2	E2	54	Poor	76	Good	22
3	E3	54	Poor	67	Enough	12
4	E4	48	Very Poor	70	Good	22
5	E5	44	Very Poor	50	Poor	2
6	E6	50	Poor	73	Good	23
7	E7	55	Poor	76	Good	21
8	E8	47	Very Poor	70	Good	23
9	E9	59	Poor	75	Good	16
10	E10	60	Enough	61	Enough	1
11	E11	53	Poor	64	Enough	11
12	E12	56	Poor	78	Good	22
13	E13	70	Good	73	Good	3
14	E14	54	Poor	82	Very Good	28
15	E15	49	Very Poor	80	Very Good	31
SUM	803	-	-	1062	-	-
Lowest Score	44	-	-	46	-	-
Higest Score	70	-	-	82	-	-
Mean	53.5333	-	-	70.8000	-	-
Standard Deviatin	8.92989	-	-	6.33434	-	-

Based on the data above, mean of pre-test were 53.5333 in pretest to 70.8000 in post-test. It could be concluded that the students writing ability of experiment class was increased from pre-test to post-test.

1. Testing Normality and Homogeneity (Linierity)

1. Normality Test

- a. Testing normality of pre-test experimental and control group

Table 4.16, Testing Normality of Pre-Test Control and Eksperiment Group

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control	.168	15	.200 [*]	.931	15	.281
Eksperiment	.148	15	.200 [*]	.927	15	.245

The table showed the result of test normality calculation using SPSS 17.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. < 50 = Shapiro-Wilk

Based on the number of data the writer was $30 < 50$, so to analyzed normality data was used Shaviro-Wilk. The next step, the researcher analyzed normality of data used formula as follows:

If Significance > 0.05 = data is normal distribution

If Significance < 0.05 = data is not normal distribution

Based on data above, significant data of Control and Eksperiment group used Shaviro-Wilk was $0.281 > 0.05$ and $0.245 > 0.05$. It could be concluded that the data was in normal distribution.

- b. Testing normality of post-test experimental and control group

Table 4.17, Testing Normality of Post-Test Control and Eksperiment Group

Tests of Norm ality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control	.186	15	.173	.944	15	.435
Experimental	.181	15	.198	.919	15	.187

The table showed the result of test normality calculation using SPSS 17.0 program. To know the normality of data, the formula could be seen as follows:

If the number of sample. > 50 = Kolmogorov-Smirnov

If the number of sample. < 50 = Shapiro-Wilk

Based on the number of data the writer was $30 < 50$, so to analyzed normality data was used Shaviro-Wilk. The next step, the researcher analyzed normality of data used formula as follows:

If Significance > 0.05 = data is normal distribution

If Significance < 0.05 = data is not normal distribution

Based on data above, significant data of Control and Eksperiment group used Shaviro-Wilk was $0.435 > 0.05$ and $0.187 > 0.05$. It could be concluded that the data was in normal distribution.

2. Homogeneity Test

a. Testing Homogeneity of pre-test experimental and control group

Table 4.18, Testing Homogeneity of Pre-test Experimental and Control Group

ANOVA

Experimental

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	459.233	10	45.923	1.792	.302
Within Groups	102.500	4	25.625		
Total	561.733	14			

The table showed the result of Homogeneity test calculation using SPSS 17.0 program. To know the Homogeneity of data, the formula could be seen as follows:

If Sig. > 0,05 = Homogeny distribution

If Sig. < 0,05 = not Homogeny distribution

Based on data above, significant data was 0,302. The result was $0,302 > 0,05$, it meant the t-test calculation data was Homogeny distribution.

b. Testing Homogeneity of post-test experimental and control group

Table 4.18, Testing Homogeneity of Post-test Experimental and Control Group

ANOVA

Experimental

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	447.933	10	44.793	.369	.908
Within Groups	485.000	4	121.250		
Total	932.933	14			

The table showed the result of Homogeneity test calculation using SPSS 17.0 program. To know the Homogeneity of data, the formula could be seen as follows:

If Sig. > 0,05 = Homogeny distribution

If Sig. < 0,05 = not Homogeny distribution

Based on data above, significant data was 0,908. The result was $0,908 > 0,05$, it meant the t-test calculation data was Homogeny distribution.

2. Testing Hypotesis

In this case researcher found the answer the problem of the study, does using Teacher feedback technique give effect toward the students' ability in writing descriptive text at the seventh graders of MTs. Hidayatul Insan Palangka Raya. Researcher also carried out the hypothesis of the study, alternative hypothesis (H_a)

the use of teacher feedback technique gives effect to improve students' ability in writing descriptive text at the seventh graders of MTs. Hidayatul Insan Palangka Raya. Null hypothesis (Ho), the use of teacher feedback technique does not give effect to improve students' ability in writing descriptive text at the seventh graders of MTs. Hidayatul Insan Palangka Raya.

1. Testing Hypothesis Using Manual Calculation

Table 4.20, the Standard Deviation and the Standard Error of Experiment and Control Group

Group	Standard Deviation	Standard Error
Experimental Group	8.163	2.108
Control Group	6.945	1.783

The table showed the result of the standard deviation calculation of Experiment group was 8.163 and the result of the standard error was 2.108. The result of the standard deviation calculation of Control group was 6.945 and the result of standard error was 1.783. To examine the hypothesis, the writer used the formula as follow:

$$\begin{aligned}
 t_{\text{observed}} &= \frac{M1-M2}{SEm1-SEm2} \\
 &= \frac{8.163-6.945}{2.108-1.793} \\
 &= \frac{1.218}{0.315} = 3.8666 \\
 \mathbf{df} &= (N_1 + N_2 - 2)
 \end{aligned}$$

$$= 15+15-2$$

$$= 28$$

2. Testing Hypotheses Using SPSS 17.0

The writer also applied SPSS 17.0 program to calculate t – test in testing hypothesis of the study. The result of t – test using SPSS 17.0 was used to support the manual calculation of t – test. The result of t – test using SPSS 17.0 program could be seen as follows:

- a. Calculation of mean, standard deviation, standard error of Post Test

Experiment and Control group

Table 4.21, Mean, Standard Deviation and the Standard Error of Post Test Control and Eksperiment group using SPSS 17.0 Program

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Mean	Std. Error	Statistic
Control	15	59.67	1.793	6.945
Eksperiment	15	71.07	2.108	8.163

The table showed the result of mean calculation of control group was 59.67., standard deviation calculation was 6.945, and standard error of mean calculation was 1.793. The result of mean calculation of Eksperiment group was 71.07, standard deviation calculation was 8.163, and standard error of mean was 2.108.

b. Calculation of T-Test

Table 4.22, The Calculation of T – Test Using SPSS 17.0

	Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.059	.810	-4.119	28	.000	-11.40000	2.76738	-17.06873	-5.73127
Equal variances not assumed			-4.119	27.300	.000	-11.40000	2.76738	-17.07529	-5.72471

The table showed the result of t – test calculation using SPSS 17.0 program. To know the variances score of data, the formula could be seen as follows:

If Sig. > 0.05 = Equal variances assumed

If Sig. < 0.05 = Equal variances not assumed

Based on data above, significant data was 0.810. The result was $0.810 > 0.05$, it meant the t-test calculation used at the equal variances assumed.

3. Interpretation of The Result

The result of t – test was interpreted on the result of degree of freedom to get the t table. The result of degree of freedom (df) was 58. The following table was the result of t observed and t table from 58 df at 5% and 1% significance level.

Table 4.23, The Result of T-Test Using SPSS 17.0 Program

t_{observe}	t_{table}		Df
	5 % (0.05)	1 % (0.01)	
3.886	2005	276	28

The interpretation of the result of t -test using SPSS 17.0 program, it was found the t observed was greater than the t table at 5% and 1% significance level or $2005 < 3.886 > 276$. It meant H_a was accepted and H_o was rejected. It could be interpreted based on the result of calculation that H_a stating that the use of teacher feedback technique gave effect to students' ability in writing descriptive text at the seventh graders of MTs. Hidayatul Insan Palangka Raya was accepted. H_o stating that The use of Teacher Feedback technique does not give effect to students' ability in writing descriptive text at the seventh graders of MTs. Hidayatul Insan Palangka Raya was rejected. It meant that teaching writing descriptive text with Teacher Feedback Technique the seventh grade students at MTs Hidayatul Insan Palangka Raya gave significant effect at 5% and 1% significance level.

C. Discussion

The result of the study that teacher feedback give effect for student on students writing. Teacher feedback correcting grammatical and lexical errors in order to convey the intended meaning.

The result of data analysis showed that is of calculation stating that there is significant effect of “Teacher Feedback” technique on Writing Ability in Descriptive Text Development at First Semester Students of Mts Hidayatul Insan Palangka Raya. It shows using t_{test} , and it finds the value of t_{test} is higher than t_{table} at 5% and 1 % level significance. The result $2005 < 3.886 > 276$. In short, H_a (Alternative Hypothesis) is accepted and there is significant effect of “Teacher Feedback” technique on Writing Ability in Descriptive Text at First Semester Students of Hidayatul Insan. In contrary, the H_o (Null Hypothesis) is rejected and there is no significant at First Semester Students of Hidayatul Insan.

The correlation between the result and the theory stated by Elashri and Nimas on the title journal The Impact of Teacher Feedback Strategy on the EFL Secondary Stage Students' Writing performance is the systematic ways to help students when they write an Descriptive Text with giving the think, express, and organize the ideas. It appropriates at the result of product writing of students, where Teacher Feedback gives easier for students. As long as teaching an Descriptive text at the class, the writer finds improvement of writing especially at organization, the sentence coheremce, the grammatical erros, word choice, sentence pattern, punctuation, capitalization, and spellings. They ware the writing became organize, understandable, and easier to think. The student more enjoy with their writing because they use the

technique that can control their ideas on writing process. It means that the student is more focus to develop the ideas to produce a good result of writing on Descriptive text be organize. Because from some problems of students, they are difficult to develop their idea and make their writing on the Descriptive text.

In addition, the writer explained each meeting on teaching using this technique. The study asked some knowledge that they knew and what are problems that they have when write Descriptive text. They mention some difficulties their ideas with easily on their writing. After that, the study give test (Pretest) with test item that made an Descriptive text. The finding is the lowest score: 44, the highest: 70, and mean: 53.53

Then, giving posttest find their result of product writing after giving treatment. The result ware the lowest score: 46; frequency: , the highest: 82, and mean:70.80. Therefore, the product writing of posttest there is improvement the numbers of words in each paragraph and the student more enjoy using Teacher Feedback Technique.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to answer the problem of the study and give suggestion for students, lecturers, and writer. By analyzing the data, the problem of the study are as follow :

A. Conclusion

The objective of the study as states in chapter I: is there any significant effect of Teacher Feedback Technique on Writing Ability in Descriptive Text at The seventh Grade of Hidayatul Insan Palangka Raya.

Based on the result of data analysis shows that there are the significantly value of t_{test} ., and it finds value of t_{test} is higer than t_{table} at 5% and 1 % level significance. The result $2005 < 3.886 > 276$. In short, H_a (Alternative Hypothesis); there is significant effect of Teacher Feedback Technique on Writing Ability in Descriptive Text at the Seven Semester Students of Mts Hidayatul Insan Palangka Raya is accepted. Meanwhile, the H_o (Null Hypothesis); there is no significant effect of Teacher Feedback Technique on Writing Ability in Descriptive Text at the seven Students of Mts Hidayatul Insan Palangka Raya is rejected.

B. Suggestion

1. For Student

The writer recommended when the student want to write paragraph, especially Descriptive text that make their writing easier to express, to think,

and to organize can use Teacher Feedback in paragraph. It focuses on organization on developing the idea at the introductory and body paragraph.

2. For Teacher

In order to the teacher can use the Teacher Feedback in Descriptive Text in teaching writing that also help student and improve their writing. That teacher feedback give effect for student on students writing. Teacher feedback correcting grammatical and lexical errors in order to convey the intended meaning

3. For Further reseachers

Based on the result of the study, it can be seen that Teacher Feedback gave significant effect on the student's score in writing Descriptive text. The writer recommends for other writers who want to conduct the study related to the writing of Descriptive text with other interesting teacher feedback technique on other level of subject.

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